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ABSTRACT

The purpose of this paper is to provide a useful list of reading materials for volunteers who are preparing to tutor adults in a correctional setting. Tutoring in prison is described as a special type of teaching, and it is argued that persons considering this type of tutoring should familiarize themselves with two areas indirectly related to teaching reading: the criminal justice system and the prison environment. Following the discussion on tutoring in correctional facilties is a nineteen-item annotated bibliography of books and articles related to remedial reading for institutionalized adults. (RB)

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A Bibliography for Tutors in Correctional Facilities

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The purpose of this paper is to provide a useful list of reading materials for volunteers who are preparing to tutor adults in reading within a correctional setting. Tutoring in prison is a special type of teaching and it is almost essential that persons considering this type of tutoring familiarize themselves with two areas which are not at all related to the act of reading or the art of teaching. These two areas are the Criminal Justice System which provides the clients and the prison environment which includes the type of student which the tutor will be working with, the physical plant within which the tutoring will be taking place and, perhaps most importantly, the people whose job it is to see to the security of the institution. Obviously, it would take a great deal of time and a tremendous amount of reading to even come close to a real familiarity with the criminal justice and prison systems, and no volunteer could possibly find enough time for this type of study. A very long list of books and/or articles on the subject would only serve to frighten and confuse the would-be volunteer tutor interested in this type of teaching. It is for this reason that the list of reading material is relatively short. The references were selected in an attempt to provide realistic background information on the prison system and the people who are involved in it. Likewise, an attempt was made to keep the list of materials related to tutoring reading and the act of reading itself to a bare minimum. These materials are supplementary because, in order for a tutor to be adequately prepared for this task, it would be necessary to undergo a rather complete training and orientation procedure covering such topics as: program logistics (institutional rules and procedures

and schedules), the student population, lesson planning, reading skills, techniques for teaching reading to adults, incentives for motivating students, testing and record keeping.

It also seems that anyone who feels that they would like to tutor in the prison system, should be prepared to give a minimum of two or three hours a week for a period of at least one year. It is only with this type of regular and extended commitment that any significant progress can be expected. If the volunteer is properly screened, trained and supervised and is willing to commit himself to this type of time contract, then, a great deal can be done to alleviate what is certainly one of the most severe and far-reaching problems in our prison system - the fact that a staggering number of inmates are being released from our prisons every year without the skills needed to read at a functional level.

It is with this in mind that the following list is proposed as a minimum for those interested in tutoring reading to adults in the prison system.

The Bibliography

The following list of books should be very useful in terms of background information on who is in prison, how they got there, and what their needs are specifically as related to education in the area of literacy training:

Down These Mean Streets. Piri Thomas. New York: New American Library, 1968. (An autobiography of a Puerto Rican youth and his long, hard road to prison.)

Death At An Early Age. Jonathan Kozol. New York: Bantam Books, Inc., 1967. (A scathing denunciation of the type of schooling that goes on in a big city, ghetto school)

Soul On Ice. Eldridge Cleaver. New York: Dell Publishing Co., 1970. (An autobiography with special emphasis on Blacks in prison)

Kind and Usual Punishment. Jessica Mitford. New York: Alfred A. Knopf, 1973. (A complete condemnation of "The Prison Business". Some good insights into the negative aspects of prisons.)

Attica. The official Report of the New York State Special Commission on Attica. New York: Bantam Books Inc., 1972. (Gives keen insight into New York's Prison System and what life is really like in prison. Completely objective report by the McKay Commission looking into the causes of and methods used to put down, the revolt at the Attica Correctional Facility in September of 1971.)

The Mugging. Morton Hunt. New York: H. Wolff, 1972. (A very readable account which takes a particular crime from its inception through the police investigation, the courts and

up to the incarceration of the suspects.

Publications of the American Bar Association Clearinghouse For Offender Literacy Programs. Washington, D.C. "Reading Program Resource Manual For Correctional Adult Basic Education", "Reading-Where It's At-In Prisons", "Reading Test Resource Handbook for Correctional Education." (Excellent publications which are concerned solely with the area of offender literacy)

The following list of books deal exclusively with teaching reading in a one-to-one tutorial situation:

Tutor. Colvin and Root. Chicago: Follett Publishing Co., 1972. (A handbook providing step by step instruction using several teaching techniques)

Guidelines To Teaching Remedial Reading To The Disadvantaged. Pope. New York: Faculty Press Inc., 1967. (Comprehensive and specific handbook for teachers)

Learning To Read And Write. Henderson and Henderson. New York: Holt, Rinehart and Winston, 1965. (Suggestions for tutors)

Benjamin: Reading and Beyond. Thomas Hawkins. Columbus, Ohio: Charles E. Merrill Publishers, 1973. (A diary of a volunteer tutor showing many of the problems faced and how they were overcome.)

General Description of Volunteer Adult Basic Reading Tutorial Programs. Syracuse, New York: Literacy Volunteers of America.

Hooked On Books: Program and Proof. D. Fader and E. McNeill, New York: Berkeley Publishing Co., 1968. (Description of successful programs begun at Makey Boys' Training School.)

Getting People To Read: Volunteer Programs That Work. C. Smith and L. Fay, New York: Dell Publishing Co., 1973. (Presents descriptions of volunteer programs at all educational levels, also included are bibliographies, materials, techniques)

Guidebook For The Volunteer Reading Tutor. L. Sleiseinger. New York: Teachers College Press, 1965. (Suggestions for tutoring)

Handbook For Volunteer Tutors. ed. by S. J. Rauch. Newark, Delaware: International Reading Association, 1969. (Includes tutor-student relationships, procedures and materials for the tutor.)

You're The Tutor-For The Tutor-Tutoring Tips And Tricks. Prepared by the National Commission On Resources For Youth.

Language Experience Approach For The Culturally Disadvantaged. M.A. Hall. Newark, Delaware: International Reading Association, 1972.

Reading Goals For The Disadvantaged. J. A. Figurel. Newark, Delaware: International Reading Association, 1969.

Problems, Pitfalls, and Prescriptions For Organizing Volunteer Tutoring Programs. Milwaukee: Reading Clinic, University of Wisconsin, 1971.

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Chapman, R. "They're a Plus--Volunteers are IN", Florida Schools, 34 (Nov-Dec 1971), 11-15.

Cloward, R.D. "Studies In Tutoring", Journal of Experimental Education, 36 (1967), 14-25.

Hill, C.H. and Tolman, R. "Tutoring: An Inexpensive Alternative", Journal of Reading Specialist, 10 (1970), 19-23.

McCleary, E.K. "Report of Results of Tutorial Reading Project", Reading Teacher, 24 (Mar 1971), 556-60.

McWhorter, Kathleen T. and Levy, Jean. "The Influence of A Tutorial Program Upon Tutors", Journal of Reading, 14 (Jan 1971), 221-24.